DOCUMENT RESUME

ED 198 968 RC 012 008

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TITLE Chicano Education: Clearer Objectives and Better Results.
PUB DATE 17 Feb 80
NOTE 17p.; Paper presented at the American Association of School Administrators' Annual Convention (112th, Anaheim, CA, February 15-18, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Strategies; Cultural Pluralism; *Educational Improvement; Educationally Disadvantaged; Educational Needs; *Educational Objectives; *Educational Philosophy; Educational Quality; *Equal Education; *Mexican American Education; *Mexican Americans; Multicultural Education
IDENTIFIERS Chicanos

ABSTRACT

In the 1980's the quality of education must improve for all students and particularly for Chicanos, who have not fared well in America's educational system as illustrated by the fact that as of 1977 fewer than 40% had completed high school. What is good education for Chicano students is good education for all students. All students should achieve intellectual discipline; economic and occupational competence; understanding of political processes and the responsibilities of citizenship; knowledge of physical and environmental health, ecological balance, and safety; appreciation of cultural diversity; and skill in the creative use of leisure time. Educational practitioners realize that objectives alone do not bring results; there must also be a consensus concerning the meaning of the objectives, the methods of teaching them, the personal and material resources required to accomplish them, and the process of evaluating the outcomes. Educational programs must be developed to be responsive to the student's individuality, learning style, socioeconomic and family background, language, and cultural heritage. In order to achieve successful programs for Chicanos or any other group, educators must make comprehensive long-range plans and must obtain the support and commitment of students, teachers, parents, community, business, and government. (JH)

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AASA 112th ANNUAL CONVENTION

February 15-18, 1980

Anaheim, California

Speaker: Juan M. Flores

Session: Chicano Education: Clearer Objectives and Better Results

Date: Sunday, February 17

Time: 11:30 a.m.

Program Page # 75

RC 012008

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHICANO EDUCATION: CLEARER OBJECTIVES AND BETTER RESULTS

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DELIVERED AT THE 112TH AMERICAN ASSOCIATION FOR SCHOOL ADMINISTRATOR'S CONVENTION, FEBRUARY 17, 1980

THANK YOU. IT IS INDEED AN HONOR, A PRIVILEGE, AND A PLEASURE TO PARTICIPATE IN THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATOR'S 112TH ANNUAL CONVENTION ENTITLED "CHAMPIONS OF LEARNING." AS I WAS PONDERING MY REMARKS I SUDDENLY REALIZED I HAVE BEEN INVITED THREE TIMES TO MAKE A PRESENTATION TO THIS ASSOCIATION IN FOUR YEARS, THUS LEAVING ME WITH MIXED EMOTIONS. I DO NOT KNOW WHETHER SOMEONE LIKES WHAT I HAVE TO SAY OR SOMEONE IS BRINGING ME BACK UNTIL I SAY IT RIGHT.

THE TOPIC GIVEN TO ME IS "CHICANO EDUCATION: CLEARER OBJECTIVES AND BETTER RESULTS."

I HAVE DECIDED TO APPROACH THIS THEME WITH THE HELP OF JANUS: AN ANCIENT ITALIAN (PERHAPS SOLAR) DEITY REGARDED BY THE ROMANS AS PRESIDING OVER DOORS, AND GATES, AND OVER BEGINNINGS AND ENDINGS, COMMONLY REPRESENTED WITH TWO FACES IN OPPOSITE DIRECTIONS. I WILL USE ONE FACE TO LOOK BACK AND REVIEW SOME EVENTS IN AMERICAN EDUCATION IN GENERAL AND CHICANO EDUCATION IN PARTICULAR OF THE PAST DECADE. CHICANO IN THIS DISCUSSION WILL BE DEFINED AS AN AMERICAN OF MEXICAN DESCENT. I WILL USE THE OTHER FACE TO RESPOND TO THE DAWNING OF A NEW DECADE. THEN I WILL DISCUSS THE REQUIREMENTS I BELIEVE ARE NEEDED TO ACHIEVE THE PROPER RESPONSE.

IF I WERE TO PUT ON THE FACE OF JANUS WHICH IS LOOKING BACKWARD INTO THE EARLY SEVENTIES, I WOULD SEE JAMES E. ALLEN, JR., ASSISTANT SECRETARY FOR EDUCATION AND U. S. COMMISSION OF EDUCATION, DESCRIBING THE EDUCATIONAL SCENARIO FOR THE SEVENTIES. HE IS SAYING:

"ANY LISTING OF CRISIS FACING PUBLIC EDUCATION MUST SURELY INCLUDE SUCH ISSUES AS

-LEARNING HOW TO EDUCATE DEEPLY DEPRIVED CHILDREN,

-ELIMINATING DEFICIENCIES IN READING AND OTHER BASIC SKILLS,

-BRINGING ABOUT DRASTIC IMPROVEMENT IN THE STRUCTURE, ADMINISTRATION, AND MANAGEMENT OF OUR EDUCATIONAL SYSTEM,

-IMPROVING VOCATIONAL EDUCATION - IN QUALITY AND STATUS,

-EXTENDING OPPORTUNITIES FOR POST-SECONDARY EDUCATION,

-IMPROVING THE QUALITY OF TEACHERS AND TEACHING,

-ELIMINATING INEQUITIES IN EDUCATIONAL FINANCE AND ASSURING GREATER STABILITY AND ADEQUACY OF FISCAL SUPPORT SYSTEM,

-DOING JUSTICE TO THE CHILDREN OF BLACK, BROWN, AND OTHER MINORITY GROUPS."

THEN IF THE FACE WERE TO SHIFT THE EYES FROM THE EARLY SEVENTIES TO THE LATE SEVENTIES, THEY WOULD SEE ADDED TO THE EARLIER CRISIS SUCH ISSUES AS

-THE ENERGY CRUNCH

-THE AFFLUENT FLIGHT - BLACKS, BROWNS AND WHITES GOING TO THE SUBURBS

-THE DECLINE IN ENROLLMENT

-THE DEMOGRAPHIC CHANGE

-THE LIFE BOAT THEORY (TAKE CARE OF #1 AND LET THE REST DROWN)

-THE PROPOSITION 13 FEVER

-THE INITIATIVE REFERENDUM

-THE LOSS OF PUBLIC CONFIDENCE

-THE ECONOMIC CRUNCH

-THE COLLECTIVE BARGAINING CRUNCH

-THE POLITICAL CRUNCH

THUS BETWEEN THE MATRIX OF THE EARLY SEVENTIES AND THE LATE SEVENTIES WE SEE AND HEAR THE AMERICAN PEOPLE DEMANDING AND EXPECTING "QUALITY EDUCATION." WHEN ONE DEFINES "QUALITY EDUCATION" IN THIS CONTEXT; IT GENERALLY MEANS EDUCATORS TODAY ARE SUPPOSED TO TRAIN, SCREEN, SOCIALIZE, ENTERTAIN, AND BABY-SIT THEIR STUDENTS, PREPARE THEM FOR CITIZENSHIP AND FAMILY LIFE, AND CREATE HAPPY, HEALTHY HUMAN BEINGS WHO CAN READ, WRITE, AND COMPUTE AND DRIVE A CAR SAFELY INTO HIGHER EDUCATION OR A VOCATION.

THE OBVIOUS QUESTION NOW IS, WHAT HAS BEEN THE RESULT?

NOW IF WE SCAN THE DECADE OF THE SEVENTIES AND LET THE EYES OF THE BACKWARD-LOOKING FACE OF JANUS FOCUS IN THE YEAR 1977 ACCORDING TO THE STATISTICAL ABSTRACT - CURRENT POPULATION U. S. BUREAU OF CENSUS, WE WOULD FIND THE FOLLOWING:

1977 MEXICAN-AMERICANS

MALES

22.2% COMPLETED LESS THAN 5 YEARS OF SCHOOL

36.5% COMPLETED HIGH SCHOOL

4.7% COMPLETED 4 YEARS OF COLLEGE

FEMALES

24.4% COMPLETED LESS THAN 5 YEARS OF SCHOOL

30.8% COMPLETED HIGH SCHOOL

3.2% COMPLETED 4 YEARS OF COLLEGE

"CHAMPIONS OF LEARNING," THOSE ARE NOT VERY GOOD PERCENTAGES IN ANYBODY'S LEAGUE.

PERHAPS AFTER REVIEWING THE CRISIS AND THE RESULTS OF THE SEVENTIES YOU FEEL LIKE THE PLAYER-MANAGER OF A BASEBALL TEAM WHO WAS HAVING A BAD GAME ONE DAY. HE REPLACED HIS LEFT FIELDER WHEN HE LET A GROUNDER SLIP THROUGH HIS LEGS. WHEN THE SECOND LEFT FIELDER BUMPED INTO THE FENCE, DROPPING THE BALL, THE MANAGER HIMSELF WENT TO PLAY LEFT FIELD. THE FIRST BATTER POPS A SOFT TEXAS LEAGUER RIGHT TO THE HANDS OF THE MANAGER, WHO STICKS HIS GLOVE OUT, THE BALL HITS THE POCKET OF THE GLOVE AND POPS OUT INTO THE GROUND. THEN THE MANAGER RUNS FURIOUSLY INTO THE DUGOUT, THROWS HIS GLOVE TO THE GROUND, KICKS THE WATER COOLER AND YELLS, YOU GUYS HAVE LEFT FIELD SO MESSED UP NOBODY CAN PLAY OUT THERE!

HOWEVER, IF BOTH FACES OF JANUS COULD SEE THE EDUCATIONAL LEADERS IN THIS ROOM, THEY WOULD HAVE TO AGREE WITH THE CONFERENCE PLANNING COMMITTEE WHO LABELED YOU "CHAMPIONS OF LEARNING." FOR YOU SEE, A CHAMPION NEVER QUITS. HE OR SHE FIGHTS FOR OR DEFENDS ANY PERSON OR CAUSE AGAINST ANY AND ALL ODDS, EVEN THOUGH SOMETIMES WE FEEL LIKE DON QUIXOTE FIGHTING WINDMILLS. HOWEVER, WE SHOULD NEVER LOSE SIGHT AND FOLLOW OUR STAR IN QUEST OF EDUCATIONAL EXCELLENCE. THE CAUSE, LADIES AND GENTLEMENT, IS EQUITABLE AND EXCELLENCE FOR ALL CHILDREN IN GENERAL AND CHICANO CHILDREN IN PARTICULAR.

NOW IF WE BORROW ONCE AGAIN THE FORWARD-LOOKING FACE OF JANUS WE CAN SEE WHAT IS AHEAD FOR US IN THE EIGHTIES. THE BOTTOM LINE IS THAT WE HAVE TO DO MUCH BETTER WITH MUCH LESS. THE PUBLIC, POLITICAL, AND ECONOMIC REALITIES FOR THE EIGHTIES MANDATE IT.

NOW FOR A LOOK AT CHICANO EDUCATION OBJECTIVES, WE MUST VIEW THEM IN LIGHT OF THE MAIN MISSION OF EDUCATION IN A DEMOCRATIC SOCIETY. THE PRIMARY TASK OF PUBLIC SCHOOLS IN AMERICA HAS BEEN TO: 1) IMPART KNOWLEDGE, 2) PROVIDE SKILLS FOR ECONOMIC AND SOCIAL UPWARD MOBILITY, AND 3) TO TRANSMIT CULTURE. THESE GOALS ARE DEFINED AND REDEFINED AT A VARIETY OF LEVELS AND A VARIETY OF PLACES. THEY GO FORWARD AT THE LOCAL, STATE, REGIONAL, FEDERAL, AND INTERNATIONAL LEVELS, AND THEY PROCEED IN LEGISLATURES, IN COURTS, IN EXECUTIVE AGENCIES, AND IN PRIVATE AND QUASI-PUBLIC CIVIC ORGANIZATIONS. ADD TO THIS PROCESS ETHNIC, RACIAL, RELIGIOUS, AND SOCIAL CLASS INTEREST GROUPS AND YOU END UP WITH DIVERSIFIED OBJECTIVES, NEEDLESS TO SAY. HOWEVER, THIS IS NOT NECESSARILY BAD IN CONTEMPORARY AMERICA. TO ILLUMINATE THIS

POINT LAWRENCE A. CREMIN, PRESIDENT OF COLUMBIA, PARAPHRASES JOHN DEWEY'S EDUCATIONAL THEORY "WE LIVE IN AN AGE THAT AFFIRMS INDIVIDUALITY AND PLURALISM, AND GIVEN WHAT GOVERNMENTS, INCLUDING DEMOCRATIC GOVERNMENTS, HAVE DONE WITH THEIR POWER IN OUR TIME, ONE CAN UNDERSTAND AND SYMPATHIZE WITH THE ATTRACTIVENESS OF SUCH AFFIRMATION. YET, IF DEWEY TAUGHT US ANYTHING, IT WAS THAT THE PUBLIC GOOD IS SOMETHING MORE THAN THE SUM TOTAL OF PRIVATE GOODS AND THAT A VIABLE COMMUNITY IS MORE THAN A COLLECTION OF GROUPS, EACH OCCUPYING ITS OWN TURF AND EACH DOING ITS OWN THING." HE GOES ON TO SAY, "INDEED, DEMOCRACY AND EDUCATION IS AS MUCH A WORK OF SOCIAL THEORY AS IT IS OF EDUCATIONAL THEORY" AND DEWEY'S OWN POSITION IS STRIKINGLY CLEAR: THERE MUST BE AMPLE ROOM IN A DEMOCRATIC SOCIETY FOR A HEALTHY INDIVIDUALISM AND A HEALTHY PLURALISM, BUT THAT INDIVIDUALISM AND THAT PLURALISM MUST ALSO PARTAKE OF A CONTINUING QUEST FOR COMMUNITY."

WHAT WILL FOLLOW WILL BE GOALS AND OBJECTIVES, NOT ONLY FOR CHICANO STUDENTS, BUT FOR EVERY STUDENT. THE BOTTOM LINE IS WHAT IS GOOD FOR CHICANOS IS ALSO GOOD FOR THE REST OF THE STUDENTS. THESE GOALS AND OBJECTIVES ARE THE MANIFESTATIONS OF THE DYNAMIC DIVERSIFIED DEMOCRATIC PROCESS OF AMERICAN EDUCATION. ALTHOUGH THESE SEVEN GOALS REPRESENT THE DIRECTION OF A STATE, THEY EMBRACE THE MISSION OF AN EDUCATIONAL INSTITUTION FOR COMTEMPORARY AMERICA IN TERMS OF STUDENT DEVELOPMENT.

> "THE PUBLIC SCHOOLS SHOULD HELP EACH STUDENT TO DEVELOP PERSONAL KNOWLEDGE, SKILLS, AND COMPETENCE TO MAXIMUM CAPACITY, AND TO LEARN BEHAVIOR PATTERNS WHICH WILL MAKE EACH A RESPONSIBLE MEMBER OF SOCIETY. IN TERMS OF THEIR

INDIVIDUAL ABILITY, ALL STUDENTS SHOULD ACHIEVE:

(1) INTELLECTUAL DISCIPLINE

(A) COMPETENCE IN THE TRADITIONALLY ACCEPTED FUNDAMENTALS OF READING, WRITING, AND ARITHMETIC IN THE EARLY ELEMENTARY GRADES, ACCOMPANIED BY STUDIES IN HIGHER MATHEMATICS, SCIENCE, HISTORY, FREE INTERPRISE SYSTEM, ENGLISH AND OTHER LANGUAGES, AS THEY PROGRESS THROUGH THE UPPER GRADES. THESE SHOULD BE ACCOMPANIED BY A WIDE VARIETY OF OPTIONAL COURSES.

(B) SKILL IN THE LOGICAL PROCESSES OF SEARCH, ANALYSIS, EVALUATION, AND PROBLEM SOLVING.

(C) COMPETENCE AND MOTIVATION FOR CONTINUING SELF-EVALUATION, SELF-INSTRUCTION, AND ADAPTATION TO A CHANGING ENVIRONMENT.

(D) COMPETENCE IN READING, COMMUNICATION, AND OTHER LANGUAGE ARTS SKILLS ACCORDING TO GRADE LEVEL AND INDIVIDUAL ABILITY.

(2) ECONOMIC AND OCCUPATIONAL COMPETENCE

(A) KNOWLEDGE OF FUNDAMENTAL ECONOMIC STRUCTURE AND PROCESSES OF THE AMERICAN SYSTEM, OF THE CONTRIBUTIONS OF FREE ENTERPRISE, AND OF THE OPPORTUNITIES FOR INDIVIDUAL PARTICIPATION AND SUCCESS IN THE SYSTEM.

(B) OCCUPATIONAL SKILLS PREREQUISITE TO ENTER AND ADVANCE IN THE ECONOMIC SYSTEM AND/OR ACADEMIC PREPARATION FOR ACQUISITION OF TECHNICAL OR PROFESSIONAL SKILLS THROUGH POST-HIGH SCHOOL TRAINING.

(C) COMPETENCE IN THE APPLICATION OF ECONOMIC KNOWLEDGE TO PRACTICAL ECONOMIC FUNCTIONS SUCH AS PLANNING AND BUDGETING FOR THE INVESTMENT OF PERSONAL INCOME, CALCULATING TAX OBLIGATIONS, FINANCING MAJOR PURCHASES, AND OBTAINING DESIRABLE EMPLOYMENT.

(3) CITIZENSHIP AND POLITICAL UNDERSTANDING AND COMPETENCE

(A) KNOWLEDGE ABOUT THE UNITED STATES AND STATE SYSTEMS OF GOVERNMENT AND THEIR POLITICAL SUBDIVISIONS.

(B) COMPETENCE IN JUDGING THE MERITS OF COMPARATIVE POLITICAL SYSTEMS AND IDEOLOGIES WITH EMPHASIS ON DEMOCRATIC INSTITUTIONS, THE AMERICAN HERITAGE, THE RESPONSIBILITIES AND PRIVILEGES OF CITIZENSHIP, AND THE COMPARATIVE MERITS OF CANDIDATES FOR POLITICAL POSITION.

(C) SKILLS FOR COMMUNICATING WITH PUBLIC OFFICIALS AT DIFFERENT LEVELS OF GOVERNMENT.

(D) SKILLS FOR PARTICIPATING IN THE PROCESSES OF PUBLIC AND PRIVATE POLITICAL ORGANIZATIONS AND FOR INFLUENCING DECISIONS MADE BY SUCH ORGANIZATIONS.

(4) PHYSICAL AND ENVIRONMENTAL HEALTH, ECOLOGICAL BALANCE, AND SAFETY.

(A) KNOWLEDGE ABOUT THE REQUIREMENTS OF PERSONAL HYGIENE, NUTRITIONAL CONSUMPTION, AND PHYSICAL EXERCISE ESSENTIAL TO THE MAINTENANCE OF PERSONAL HEALTH. KNOWLEDGE ABOUT THE DANGERS TO HEALTH FROM ADDICTION TO HARMFUL PRACTICES OR CONSUMPTION OF HARMFUL MATERIALS.

(B) SKILL IN SPORTS AND OTHER FORMS OF RECREATION WHICH WILL PERMIT LIFELONG ENJOYMENT OF PHYSICAL EXERCISE.

(C) COMPETENCE IN RECOGNIZING AND PREVENTING ENVIRONMENTAL, ECOLOGICAL, AND HEALTH PROBLEMS.

(D) KNOWLEDGE AND EXPERIENCES TO PROVIDE INFORMATION AND DEVELOP SKILLS AND VALUES NEEDED TO PERFORM DAILY ACTIVITIES IN A SAFE MANNER FREE FROM INJURY OR OTHER LOSSES.

(5) APPRECIATION OF CULTURE, LANGUAGE, AND LIFE-STYLE DIVERSITIES AND THEIR CORRESPONDING AESTHETIC VALUES.

(A) KNOWLEDGE OF THE ART, MUSIC, LITERATURE, DRAMA, AND OTHER CULTURALLY RELATED FORMS OF VARIOUS CULTURE GROUPS AND THEIR CONTRIBUTIONS.

(B) KNOWLEDGE AND COMPETENCE IN AT LEAST ONE OF THE MAJOR LANGUAGES OF THE STATE OTHER THAN ENGLISH AND AN UNDERSTANDING OF BILINGUALISM.

(6) COMPETENCE IN PERSONAL AND SOCIAL RELATIONS

(A) KNOWLEDGE ABOUT BASIC PSYCHOLOGICAL, SOCIOLOGICAL, AND CULTURAL FACTORS AFFECTING HUMAN BEHAVIOR.

(B) SKILLS IN INTERPERSONAL AND GROUP RELATIONS, AND INFORMATION OF ETHICAL AND MORAL STANDARDS OF BEHAVIOR.

(C) COMPETENCE FOR ADJUSTING TO CHANGES IN PERSONAL STATUS AND SOCIAL PATTERNS.

(D) SKILLS FOR COPING WITH STRESS AND PRESSURE.

(E) DEVELOPMENT OF A SELF-IMAGE THAT BUILDS SELF-CONCEPTS OF A POSITIVE NATURE.

(7) USE OF LEISURE TIME

COMPETENCE AND SKILL IN CREATIVE AND RESPONSIBLE USE OF LEISURE TIME.

AS PRACTIONEERS WE REALIZE THAT EVEN CLEAR OBJECTIVES ARE NOT ENOUGH FOR BETTER RESULTS. THERE HAS TO BE A CONSENSUS WHAT THOSE OBJECTIVES REALLY MEAN, HOW THEY ARE GOING TO BE TAUGHT, WHAT PERSONAL AND MATERIAL RESOURCES ARE REQUIRED TO ACCOMPLISH THEM, AND HOW AND WHO IS GOING TO EVALUATE THEM? THE ANSWERS TO THESE QUESTIONS ARE THE FOUNDATION OF THE REQUIREMENT TO GETTING BETTER RESULTS IN CHICANO SCHOLASTIC ACHIEVEMENT.

TO EXPECT SIMPLE ANSWERS TO THESE QUESTIONS IS NOT TO FULLY UNDERSTAND THE SITUATION. ARISTOTLE, MANY YEARS AGO, TOLD US THAT EDUCATION'S PURPOSE WAS TO PROVIDE US WITH THE TOOLS TO PURSUE THE "GOOD LIFE." MEN AND WOMEN AT THAT TIME

HAD DIFFERENT NOTIONS ABOUT THE "GOOD LIFE" AND THEREFORE HAD DIFFERENT IDEAS ABOUT WHAT SHOULD BE TAUGHT. IT IS NO DIFFERENT TODAY IN 1980. IF YOU DO NOT BELIEVE ME, TEST IT FOR REALITY. ASK MEN AND WOMEN, YOUNG AND OLD, IF WOMEN SHOULD BE DRAFTED AND IF THE ANSWER IS YES, ASK THEM IF THEIR DUTIES SHOULD INCLUDE COMBAT. THERE WOULD BE MIXED REACTIONS, OF COURSE. THEREFORE, WE HAVE TO PLOW THROUGH THE DEMOCRATIC PROCESS TO NEGOTIATE, CONPROMISE TO A COMMON GROUND IN THE BEST INTEREST OF THE COMMUNITY WHILE PROTECTING THE RIGHTS OF SMALLER GROUPS AND INDIVIDUALS. ANOTHER EXAMPLE IS THE OLYMPIC BOYCOTT ISSUE. I WILL NOT ELABORATE BECAUSE I BELIEVE IT IS SELF-EVIDENT. THE CHALLENGE IS NOT AN EASY ONE, HOWEVER, NO ONE SAID IT WAS GOING TO BE. THE EXTENT TO WHICH A SCHOOL DISTRICT SUCCESSFULLY MEETS ITS CHALLENGES IS HIGHLY CONTINGENT UPON ITS IMPACT ON ITS STUDENTS, TEACHERS, ADMINISTRATION, AND COMMUNITY.

IT IS IMPERATIVE THAT PROGRAMS BE DEVELOPED AND IMPLEMENTED WITHIN THE PROPER PERSPECTIVE IN REGARDS TO THE CHILD'S INDIVIDUALITY, HIS SOCIOECONOMIC, LANGUAGE, AND FAMILY BACKGROUND. IN ADDITION, LEARNING STYLES ARE AS DIVERSE AS THE CHILDREN. THE SCHOOLS SHOULD PROMOTE LEARNING EXPERIENCES TO MEET THEIR FULLEST EXTENT SO THE STUDENT MAY USE KNOWLEDGE FOR KNOWLEDGE'S SAKE, FOR ECONOMIC AND SOCIAL MOBILITY, AS WELL AS ALLOW FOR THE TRANSFER OF CULTURAL HERITAGE. TEACHERS ARE INDIVIDUALLY DIVERSE AS THEIR STUDENTS AND ARE PRODUCTS OF THEIR OWN EXPERIENCES. JUST AS STUDENTS HAVE DISTINCTIVE LEARNING STYLES, SO DO TEACHERS HAVE DIVERSE TEACHING STYLES.

IN ESSENCE, THE EDUCATIONAL EXPERIENCE IS LEARNING AND LIVING IN A DIVERGENT SOCIETY. SOCIETY IS A MIXTURE OF CULTURES. THEREFORE, LEARNING MATERIALS MUST BE CULTURALLY REVELANT, FUNCTIONAL AND CHALLENGING TO ITS DIVERSE AUDIENCE.

SOME IMPORTANT STRATEGIES TO KEEP IN MIND FOR SUCCESSFUL CHICANO PROGRAMS, OR FOR ANY OTHER PROGRAM FOR THAT MATTER, ARE THE ONES STATED BY DR. LEONARD VALVARDE, ASSISTANT PROFESSOR OF EDUCATIONAL ADMINISTRATION AND DIRECTOR OF INSTRUCTIONAL SUPERVISION AT THE UNIVERSITY OF TEXAS IN AUSTIN. HE FEELS STRONGLY ABOUT COMPREHENSIVE PLANNING AND SAYS IN HIS ARTICLE "STRATEGIES FOR THE ADVANCEMENT OF CULTURAL PLURALISM," PHI DELTA KAPPAN, OCTOBER, 1978:

> COMPREHENSIVE PLANNING, COVERING FROM FIVE TO TEN YEARS, IS ESSENTIAL. BECAUSE MOST DISTRICTS VIEW CULTURAL PLURALISM PROGRAMS AS LIMITED IN SCOPE, TEMPORARY IN NATURE, AND EXPENDABLE WHEN FEDERAL FUNDS DIMINISH, THOUGHTFUL PLANNING FOR CULTURAL PLURALISM IS RARE INDEED. NOW, WHEN URBAN SCHOOL DISTRICTS ARE UNDERGOING REASSESSMENT OF THEIR LONG-RANGE GOALS AND PRIORITIES, IS AN OPPORTUNE TIME TO INCLUDE COMPREHENSIVE PLANNING FOR CULTURAL PLURALISM.

I WOULD LIKE TO CONCLUDE BY TELLING YOU A COTTON BOWL FOOTBALL STORY. THE GAME BETWEEN NOTRE DAME AND SOUTHERN METHODIST HAD SCARCELY BEGUN WHEN THE FIGHTING IRISH SCORED A TOUCHDOWN. A SPECTATOR SPRANG TO HIS FEET, LET OUT A SCREECH OF DELIGHT AND POUNDED HIS NEIGHBOR ON THE BACK.

A FEW MINUTES LATER, S.M.U. SCORED AND THE SAME SPECTATOR WENT THROUGH THE SAME ROUTINE. THE NEIGHBOR'S CURIOSITY WAS AROUSED. "WHO YOU ROOTIN FOR, FRIEND?" HE ASKED. "I DON'T CARE WHO WINS," REPLIED THE SPECTATOR, "I JUST CAME OUT TO ENJOY THE GAME."

"AHA," SNEERED THE NEIGHBOR, "AN ATHEIST."

AS I LOOK AT THIS ROOM OF "CHAMPIONS OF LEARNING" I BELIEVE THERE ARE NO ATHEISTS WHEN IT COMES TO PLAYING THE EDUCATIONAL GAME AND WE ARE ROOTING WITH THE SAME VIGOR OF THAT FAN SO THAT THE WINNERS WILL BE ALL STUDENTS IN GENERAL AND CHICANO STUDENTS IN PARTICULAR.

TO ACHIEVE BETTER RESULTS IN THE EIGHTIES WE MUST WORK HARDER TO INVOLVE THE STUDENTS, TEACHERS, PARENTS, COMMUNITY, BUSINESS, STATE, REGIONAL, AND FEDERAL IN REACHING THE COMMON GROUND IN CRYSTALIZING OBJECTIVES. IF WE ARE TO LEARN ANYTHING FROM DEWEY'S <u>DEMOCRACY AND EDUCATION</u> IT IS THAT IN EDUCATION AND A DEMOCRACY, PROCESS IS JUST AS IMPORTANT AND SOMETIMES MORE IMPORTANT THAN THE PRODUCT.

AFTER WE HAVE REACHED A COMMON GOAL, THEN WE MUST <u>WANT</u> TO ACHIEVE IT. WE MUST HAVE THE <u>COMMITMENT</u> AND <u>APPROPRIATION</u> OF RESOURCES FROM THE FEDERAL, REGIONAL, STATE, LOCAL, ADMINISTRATION, TEACHERS, SUPPORT STAFF, STUDENTS, PARENTS, COMMUNITY, AND PRIVATE BUSINESSES FOR SUCCESS. WE MUST LINK FORMALLY AND INFORMALLY ALL THESE INSTITUTIONS FOR A VIABLE SOCIETY.

FINALLY, WE MUST TEACH FORMALLY AND INFORMALLY WITH THE UNDERLYING ASSUMPTION THAT OUR NATIONAL ANTHEM IS NOT PLAYED WITH ONLY THE WHITE KEYS. IT IS PLAYED ALSO WITH

THE BLACK KEYS AND THE COLOR OF THE PIANO IS GENERALLY BROWN

THANK YOU FOR YOUR INVITATION AND PATIENCE.